

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents research finding and discussion. In this chapter the writer presents the answer of problem statements that contained in the first chapter. The problem statements are (1) What are the types of classroom techniques to develop students' English grammatical knowledge (2) What are the purpose of each classroom technique to develop students' English grammatical knowledge (3) What are teacher's role to develop English grammar knowledge (4) What are the student's role to develop English grammar knowledge at SMP Muhamadiyah 1 Surakarta (5) What are the role of Instructional material.

A. Research Finding

The research finding is answering of the problem statements that formulated before. The data are presented based on observation in the classroom are interview with the informant, and analysis of the document. In this section, the writer will be present the types of classroom technique used by the teachers to develop students' English grammar knowledge, the purpose of each classroom technique, the teacher's role, the student's role, and the role of instructional material.

1. Types of Classroom Technique Used by the Teachers to Develop Student's English Grammatical Knowledge.

Classroom technique is a strategy used by the teachers in the classroom to facilitate the students to receive and understand any material. Teaching technique used by the teachers to teach her/his students. Teaching technique here related to classroom activities. In this research, the writer focuses on classroom technique to develop students' English grammatical knowledge at SMP Muhammdiyah 1 Surakarta. In this research, the writers have also recorded and take a picture the students' activities in the class. To get the data, the writer followed English teachers in the classroom, then take a note all the activities in the classroom. Also, the data are gotten from interviews with the three English teachers and documents from English classroom activities. In the classroom activities, the writer found that the three

English teachers used different types of technique in teaching grammatical knowledge.

Based on the observation and interview that have been conducted, the researcher found some techniques in teaching English to develop students grammatical knowledge, such as fill in the blank, reading aloud, answering questions, picture describing, drilling and presentation. Here, the writer will explain each technique as follows:

a. Filling the blank

Based on the observation, the researcher found some technique used by the teachers in teaching English. Filling the blank technique is one of the techniques to attract the students to the materials given by the teacher. The teacher used filling the blank technique to teach their students with the topic is **adjective phrase**. Through filling the blank techniques can improve students' grammar mastery.

The teachers explain the material with the easy explanation. The teachers provided the students' with an incomplete sentence and asked the students to complete the sentences by selecting the words that have been provided. After the students finished the exercise, the teacher discussed the students answer.

Teacher: OK students, after I explain you about adjective phrase. I will give you exercise and you must complete the sentences by choosing the words that have been provided. Do you understand?

Student: Miss Can I discuss with my friend?

Teacher: Sure. I'll give you 30 minutes.

Student: OK misses. (Doing their work)

Teacher: Finished?

Student: Yes, miss.

Teacher: Alika what is the answer number 1?

Student: We are in rainy season, so it is...My answer is very cold

Teacher: Good.

(Observation on 2 February 2016)

b. Reading aloud

Based on the observation, the writer also found reading aloud techniques that used by the teachers to develop students' English grammatical knowledge. The teacher used reading aloud technique to give information about the topic lesson. Through reading aloud can help the students in the development the students' grammatical knowledge because the students know how the way to put information about their reading. The teacher acts as an actor who gives information and example by reading aloud the words, sentences or text to the students.

In observation process the teacher used reading aloud techniques when in teaching learning process discuss about **narrative text**. The teachers explain about what is narrative text and what is the generic structure of the narrative text. The teachers show the material used by power point. Sometime, the teachers choose one all of the students to read the narrative text explanation.

Teacher: OK students! Now, we are going to study about narrative text. OK, I will show you a slide of narrative text. Narrative text is text focusing on specific participants. The social function of narrative text is to tell stories or past events and entertain the readers. OK, Mila read the second line

Student: (read the slide) the generic structures of the narrative text are orientation, complication, and resolution.

Teacher: OK, good. The language features of narrative text are using processes verbs, temporal conjunction and simple past tense. (Explain the meaning of language features)

Student: Contoh narrative text apa saja sir?

Teacher: The example of narrative text like fable atau cerita dongeng, fairy stories, legends atau legenda.

(Observation on 19 February 2016)

c. Answering Questions

Based on the observation, the writer also found answering question techniques that used by the teacher to develop students' English grammatical knowledge. Answering questions technique was a form of active learning. The teacher used answering question technique to know the understanding of the students after they get the materials explain by the teacher.

In this technique, the teachers give an explanation about the topic lesson. The students asked to answer questions related to the material. The students answer the questions orally or write down their answer on the whiteboard. In the teaching learning process in the classroom the teacher and the students discuss about **auxiliary verb do and does**.

Teacher: And OK student, after I explain you about auxiliary verb do and does. Please, answer the questions and write down on your notes. You may discuss with your partner

Student: Yes, sir. (Write down their answer in their notes)
(Student's task)

Teacher : I will give you 30 minutes to do your works.

Student : Yes Sir.

Teacher : Finished?

Student :Yes, sir.

Teacher : I will choose one of you to read the answer of the questions. Oke, Maya reads the answer number one.

Students: It...matter, go ahead! My answer is doesn't

(Observation on 3 March 2016)

d. Describing Picture

Based on the observation the writer found a picture describing technique that used by the teacher to develop students' English grammatical knowledge. Picture describing is one technique to describe the picture. Through, describing picture

techniques make the students more creative and fosters the creativity and imagination of the learners.

Based on the observation the teacher used picture describing techniques when in teaching learning process discuss **about simple past tense**. For this activity, the students make a group and the teachers give some pictures. The students discuss the pictures with their groups. The students asked to make short dialogue based on the pictures.



Teacher: OK student, I bring you some pictures.

Student: Can I look the pictures sir?

Teacher: Yes of course. Today I want all of you making group.

This is pair work so your group is your chair mate. I want you to make short dialogues telling what you did yesterday based on the pictures that you got. Before you do it, I will give you an example and the example, what did you do yesterday Ani? I worked yesterday. Do you understand?

Student: Yes sir.

(Observation on 16 March 2016)

e. Drilling

In observation process, the writer also found drilling techniques that used by the teacher in teaching learning process. The teacher used drilling techniques to make students understand what the material will be taught. Drilling is a technique that listening a model that is provided by the teacher to repeat sentences or utterances with understanding pronunciation and meaning. Through drilling can help the students to know the structure of the sentences.

Based on the observation the teacher used drilling techniques when in teaching learning process discuss about **present perfect tense**. The teachers explain about present perfect tense. After the students listen a text which was read by the teachers' utterances, the teachers drill some utterances to make the students understand what the material will be taught.

Teacher: Repeat after me.

Student: Yes, sir.

Teacher: I have finished my study.

Student: I have finished my study.

Teacher: He has read the magazine.

Student: He has read the magazine.

Teacher: I have walked.

Student: I have walked.

Teacher: Good. That is the example of present perfect tense.

(Observation on 28 March 2016)

f. Presentation

Based on the observation the writer found presentation techniques that used by the teacher. The teacher used presentation techniques to manage the structuring of class activities. Presentation can help the students in the development the students' grammar mastery, because from a presentation they can discuss a topic lesson with their friend.

In teaching learning process in the classroom the teacher and the students discussed about **expressing likes and dislikes**. The teacher explains about the

material. Then, the teacher asks the students to practice and presentation the result of their works in front of the class.

Teacher: After I explain you about asking and expressing likes and dislikes. I want all of you making group. Your group is your chair mate. You have to make dialogues about asking and expressing likes and dislikes. Before you do it, I give you example about asking and expressing likes and dislikes for example do you like pizza Ana? Have you understood?

Student: Yes, sir.

Teacher: I will give you 20 minutes.

(All students make conversation in pair work)

Teacher: Have you finished?

Student: Yes sir

Teacher: Time is up student. I will invite one group. Vanessa and Diana please read your work.

(The students read their work)

Student1: Good morning Diana?

Student2: Good morning Vanessa. Do you like chocolate? I have one for you

Student1: yes I do. OK, thanks

(Observation on 29 March 2016)

Based on the observation above and interview, the researcher concludes a table that contains several techniques used by the three English teachers in *SMP Muhammadiyah 1 Surakarta*. The several techniques used by the teachers can be seen as follows:

No.	Teacher 1	Teacher 2	Teacher 3
1.	Filling the blank	Filling the blank	-

2.	Describing Picture	-	-
3.	-	Reading aloud	Reading aloud
4.	Answering questions	Answering questions	Answering questions
5.	-	-	Drilling
6.	-	-	Presentation

2. Purpose in Using Each Technique

Every teacher used their own way to teach their students. A technique is the strategy used by the teacher to teach their students. Classroom techniques used by the teacher to found the goal of the teaching-learning process. Every techniques used by the teacher have their own purposes. In this case, the writer will conveys each purpose in used by the English teachers in SMP Muhammadiyah 1 Surakarta as follows:

a. Filling the blank

Filling the blank technique used by the teacher to complete the sentences with an incomplete sentence. In SMP Muhammadiyah 1 Surakarta the teachers sometime used filling the blank technique. Filling the blank technique is given a series of sentence with a word missing

The purpose of this technique can help the students to understand the sentences. The students asked to complete sentences with the target language and this technique can develop students' grammar mastery.

Teacher: OK students, after I explain you about adjective phrase. I will give you exercise and you must complete the sentences by choosing the words that have been provided. Do you understand?

Student: Miss Can I discuss with my friend?

Teacher: Sure. I'll give you 20 minutes.

Student: OK misses. (Doing their work)

Teacher: Finished?

Student: Yes, miss.

Teacher: Alika what is the answer number 1?

Student: We are in rainy season, so it is...My answer is very cold

Teacher: Good.

(Observation on 4 April 2015)

b. Reading aloud

The teacher used the reading aloud techniques in teaching learning process actually have the purpose. The purpose of the teacher used reading aloud techniques is to practice the students to know how to read well, how to put right intonation and put right information.

For example: Guru memberikan penjelasan tentang narrative text. Kemudian guru meminta salah satu siswa untuk membaca penjelasan dalam slide. Kemudian guru memperhatikan intonasi dan cara membaca siswa dan membenarkan jika ada kesalahan dalam membaca.

Student: (read the slide) the generic (generik) structures (struktur) of the narrative text are orientation, complication, and resolution.

Teacher: (guru membenarkan pronounciationnya) the generic (dje'nerik) structure ('strakter) of the narrative text are orientation, complication, and resolution. (Explain the meaning of the sentence to the students). Ok, good. The language features of narrative text are using processes verbs, temporal conjunction and simple past tense. (Guru Menjelaskan language features dari narrative)

Student: Contoh narrative text apa saja sir?

Teacher: The example of narrative text like fable atau cerita dongeng, fairy stories, legends atau legenda.

The purpose of this technique, the students can develop their grammar skill mastery because from reading a text we can put right information. So the students know the structure and meaning of the sentences.

(Observation on 4 April 2015)

c. Answering Questions

Answering the question is one technique to know the understanding of the students after they get materials explain by the teachers. Answering question technique used to make the students interesting with the material.

The purposes of this technique can help the students in the grammar mastery. **For example:** the teachers give an explanation about the topic lesson. The students asked to answer questions related to the material. The students answer the questions orally or write down their answer on the whiteboard.

Teacher: Ok students, answer the questions. Write down on your notes. You may discuss with your partner

Student: Yes, sir. (Write down their answer in their notes)

(Observation on 4 April 2015)

d. Picture Describing

Picture describing is one of the techniques to describe the picture. The teachers explain the material then the students answer the question based on the picture. Through picture describing techniques the student enjoying the picture which brought by the teachers.

The purpose of this technique are the student can share their opinion and ideas related to the picture, fosters the creativity and imagination of the learners because they have given some picture, and interact with their friends and teacher. The students can form groups and teachers give some pictures. The students discuss the pictures with their groups, then the students asked to make short dialogue based on the picture.

For example: Guru meminta siswa membuat group kemudian guru memberikan beberapa gambar. Siswa diminta untuk membuat dialog berdasarkan gambar yang diberikan oleh guru menggunakan simple past tense.

Teacher: OK student, I bring you some pictures.

Student: Can I look the pictures sir?

Teacher: yes of course. Today I want all of you making group. This is pair work so your group is your chair mate. I want you to make short dialogues telling what you did yesterday based on the pictures that you got. Before you do it, I will give you an example and the example, what did you do yesterday Ani? I worked yesterday. Do you understand?

Student: yes sir.

(Observation on 4 April 2015)

e. Drilling

The teacher used drilling techniques to make students understand what the material will be taught. This technique tends to lead the students to repeat sentences or utterances with understand pronunciation and meaning. Through drilling can help the students to know the structure of the sentences.

Drilling techniques have some purpose in teaching learning process, especially in teaching grammar skill. The purpose of this technique to make the students understand how to pronounce a word well and to understand meaning the structure of the sentences if we can pronounce some a word well we can improve our listening skill.

Teacher: Repeat after me.

Student: Yes, sir.

Teacher: I have finished my study.

Student: I have finished my study.

Teacher: He has read the magazine.

Student: He has read the magazine.

Teacher: I have walked.

Student: I have walked.

Teacher: Good. That is the example of present perfect tense.

(Observation on 4 April 2015)

f. Presentation

The teacher used presentation techniques to manage the structuring of class activities. Presentation technique can help the students in the development the students' grammar mastery, because from a presentation they can discuss a topic lesson with their friend.

Presentation technique has purpose in teaching learning process, especially in teaching grammar skill. The purpose of this technique to make the students' understand about the material because they interact with their friends and teacher.

Teacher: After I explain you about asking and expressing likes and dislikes. I want all of you making group. Your group is your chair mate. You have to make dialogues about asking and expressing likes and dislikes. Before you do it, I give you example about asking and expressing likes and dislikes for example do you like pizza Ana? Have you understood?

Student: Yes, sir.

Teacher: I will give you 20 minutes.

(All students make conversation in pair work)

Teacher: Have you finished?

Student: Yes sir

Teacher: Time is up student. I will invite one group. Vanesa and Diana please read your work.

(The students read their work)

Student1: Good morning Diana?

*Student2: Good morning Vanesa. Do you like chocolate?I
have one for you*

Student1: yes I do. OK thanks

(Observation on 4 April2015)

Based on the observation, the writer draw conclusion the purposes several techniques that used by the three English in SMP Muhammadiyah 1 Surakarta, several purposes of the techniques that can be seen in the following table:

No	Classroom techniques	Purposes
1.	Filling the blank	To help the students understand the sentences.
2.	Reading aloud	To practice the students to know how to read well, how to put right intonation and put right information.
3.	Answering Questions	To make the students in the development grammar mastery easier.
4.	Picture Describing	a. To help the student share their opinion and ideas related to the picture. b. To foster the creativity and imagination of the learners. c. Interact with their friends and teacher.
5.	Drilling	a. To make the students understand how to pronounce a word well. b. To understand meaning the structure of the sentences.
6.	Presentation	To make the students understand about the material because they interact with their friends and teacher.

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3. Teacher's Role

Based on the writer observation, the writer found that there were many kinds of the teachers' role in the teaching-learning process to develop students' English grammatical knowledge at *SMP Muhammadiyah 1 Surakarta* such as, teacher as controller, teacher as an organizer, teacher as prompter, teacher as a resource, teacher as tutor, teacher as an observer and teacher as a model. Here the writer will explain each teacher's role as follows:

a. Teacher as Controller

The teacher as controller means the teacher should control the students activity, keep the condition of the students, and helps the students to focus study in the classroom. The teacher is in complete charge of the class. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.

In classroom activity, the teacher always has the rules to control the students' work and pay attention to the explanation given by the teacher. The teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise. Usually the condition of classroom activity is not conducive, so the teachers have to keep the condition of students in the classroom. The teacher also tries students to keep busy, it is to help students to focus students in the classroom.

Based on observation, for example: At the beginning of teaching English the teachers give the instruction for the students to pay attention with the teacher's explanation, such as: "attention please", "silent please", "be quiet", "don't be noisy", "tolong didengarkan jangan ramai sendiri", etc.

(Based on observation March 8, 2016)

b. Teacher as Organizer

Teacher as organizer means the teacher also can organized the activity in the classroom. The teacher should be good at organizing activity in the class so

teteaching-learning process will be more organized. In another case, teacher as organizers also makes the material can be absorbed by students maximally.

The success of many activities depends on good organization and on the students knowing exactly what they are doing next. Giving instructions are vital in this role as well as setting up activities. The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners.

Based on interview, for example when the teacher gives assignment for the students, the teacher asks to make by their own, and the students asking, how if they search on the internet. Then the teacher offer to make by their own mind.

(Based on interview April 12, 2016)

c. Teacher as Prompter

Teacher as prompter means the teachers give motivation for the students to keep the spirit in the classroom activity. For example, at the last subject students usually students started bustling and not enthusiasm in learning English, so the teacher has to give motivation for the students that the learning is important.

For example:

The teacher gives some motivation to the students about how to learn English language easily. The teacher can tell a story about the teachers' experiences to study English and sharing the students about inspiring story.

(Based on interview April 15, 2016)

d. Teacher as Resource

The Teacher as a resource means the teacher is resource the material of the students. However the book is the main resource of the material, but the teacher is the most important resource for the students to transferring the materials, because if the students find the material by themselves, they cannot optimally in getting the materials. So the students need the teachers in the learning process.

The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary.

For example:

Before the lesson begins, the teacher search the source of material on the internet, or book, or other sources, the teacher delivers the material from the source which discover by the teacher.

(Based on interview April 12, 2016)

e. Teacher as Tutor

After the teachers know what the material is, the teachers deliver the material for the students briefly. The teacher as a tutor means the teachers also explain the purpose of the materials. If the students do not understand about the material the teacher will be explained again.

The teacher acts as a coach when the students involved in project work of self-study. The teacher provides advice and guidance and helps the students clarify ideas and limit tasks. This role can be a great way to pay individual attention to a student.

Based on observation, for example when the teacher started to give assignment from the material that already given and the teacher explains what the assignment is. Then, the students do not understand with the explanation, the teacher should explain back to make the students really understand with the assignment.

(Based on observation April 15, 2016)

f. Teacher as Observer

As an observer, the teacher wants to know the students' understanding with the material. The teacher can observe the students by asking a question, giving individual task, then teacher observes student's responses. Besides the teacher

observes the students, the teacher also wants to know how far the method or techniques used in teaching learning process is successful or not.

One of teacher's most important skills, as an observer, is underrated. Yet without honing this skill, he can never truly understand students and meet their individual and group needs.

For example:

When the teacher was explaining the material, making the teacher know how far the students understand the material, the teacher usually gives the spot question for the students, if the students can answer the question it means that the students pay attention to the teacher explaining.

(Based on observation April 15, 2016)

g. Teacher as Model

Teacher as model means the teacher will be imitated by the students, the teacher becomes a model for the students. The teacher do something like reading aloud, drilling, repetition that will be imitated the students to know how to read a word well.

For example:

Teacher: Repeat after me! Write down

Students: Write down (writ don)

Teacher: Bukan writ don, tapi rait doon (write down)

Students: Write down (rait doon)

Teacher: good

(Based on observation April 18, 2016)

4. Students' Role

Besides the teachers' role, the students also have their own role in the classroom. Teaching learning process will be more effective, attractive, enjoyed and conducive if the activities are centered on the students' needs and interest especially

process in English class. In teaching-learning process at *SMP Muhammadiyah 1 Surakarta* the writer found some students' role, such as: student as a planner, student as group, student as a tutor, student as monitor and evaluator. Here the writer will explain each student's role as follows:

a. Student as Planner

Student as planner means the students should make a planning of their learning program and they have responsibility for what they do in the classroom. They can build a critical thinking about the material that explained by the teacher.

In this case, the students as a center planner in the classroom activities to plan the strategy in discussing the materials. But the teacher just as the facilitator in the classroom. It means that although the position of students as the center planner, but teachers also remains control the students in the classroom activity.

For example:

The teacher gives issue in the classroom activity and divided the students into several groups, to discuss from different side like, the student give the negative and positive opinion. In this case, the students demand to solve their own problem with their friend.

(Observation on April 16, 2016)

b. Student as Group

Students as group means that the students can share their ideas or knowledge with other students and the teachers. The students can ask and then discuss with others if they find the difficulties the material. They also can learn together to solve a problem in learning and finish their assignment from their teacher in their group. The students can easily explain the ideas or transferring another ideas or opinion in their group.

For example: The teachers divided the class into several groups and give the assignment to the students. After the teachers' explanations then the students discuss with their group to make an assignment by the opinion of all members of their group and compare it into an idea

(Observation on April 18, 2016)

c. Student as Tutor

Student as tutor means the students facilitate the teacher to learn with others so that the students can share their knowledge with others. The students who already understand with the material that has been taught to teach his friend who cannot or have not understood about the material.

For example:

When the teacher give the question for the students, and there is students who do not understand with teachers' explanation, so another students explaining to their friend who did not understand about the material.

(Observation on April 18, 2016)

d. Student as Monitor and Evaluator

Students are monitor and evaluator, its means of his own learning program. They can monitor and evaluate their learning program by themselves. The students can monitor their learning progress from the result of their task, by the seeing the result can see how far they understand the material. From the result they know how to evaluate the learning style is success or not if the result is bad they can change their own learning style.

For example:

The teacher ask the students to answer the question orally then the teacher ask to choose one of them to answer the question but the student's answer still incorrect, so the students can evaluate their learning style.

(Observation on April 18, 2016)

5. Instructional Material

Based on the interview that has been conducted on 28 April 2016, there are some kinds of instructional material. The teacher said instructional material is a tools for the students to understand what they explained by the teacher in teaching learning process of English. Here the researcher will show the kinds of instructional material

and the role of instructional material used by the teacher at *SMP Muhammadiyah 1 Surakarta*.

a. Kind of Instructional Material

The materials used by the English teachers in *SMP Muhammadiyah 1 Surakarta* are such as textbook (English in Focus written by Artono Wardiman for seven grade, Semesta by 3 Serangkai) workbook (BSE), dictionary. These materials printed materials. Sometimes, the teachers had taken the material from internet. The materials taken from the internet are non-printed materials.

b. Role of Instructional Material

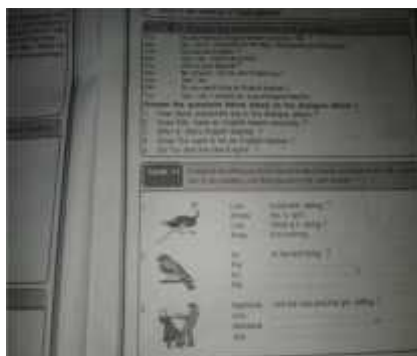
After the observation and interview the researcher found some role of instructional material used in *SMP Muhammadiyah 1 Surakarta*. Here the researcher will show the role of instructional material as follow:

1. A source for presentation materials (spoken and written)

In teaching learning process especially in teaching grammatical knowledge, sometimes the teacher asks the students to present in front of the class what they learn about the materials.

English teachers at *SMP Muhammadiyah 1 Surakarta* used print English textbook and unprinted material as a resource for the students to present the materials. The teachers used, printed and unprinted materials to make the teaching learning process interesting.

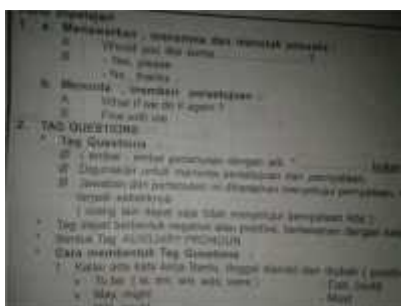
Such as in the English book page 7 in Chapter 1



2. A reference source for learners on grammar, vocabulary, pronunciation.

In the teaching learning process, especially in teaching grammatical knowledge, the teachers need a resource in teaching grammar, vocabulary and pronunciation. Because, the teachers without reference on grammar, vocabulary and pronunciation very difficult to teach the students.

Such as in the English book page 37 Chapter 3



Based on the explanation above, the researcher will show the relation between types of classroom techniques, the purposes of using each technique, teachers' role, students' role, and role of instructional material. The relation can be seen on the following table:

Table of the relation among types of classroom techniques, purposes of classroom techniques, teachers' role, students' role and instructional material

No	Classroom techniques	Purposes	Teachers' Role	Students' Role	Material
1	Filling the blank	Helps the students to understand the sentences.	Teacher as: -Controller -Resource -Organizer -Observe	Students as: A Planner A group A tutor for another learner monitor and evaluate their own progress learning	Textbook and material from internet
2	Reading aloud	To practice the students to know	Teacher as: -Observe	Students as: A Planner	Textbook and

		how to read well, how to put right intonation and put right information.	-Model -Prompter -Resource	A group A tutor for another learner monitor and evaluate their own progress learning	material from internet
3	Answering Questions	To make the students in the developing grammar mastery easier.	Teacher as: -Controller -Resource -Observe -Organizer	Students as: A Planner A group A tutor for another learner monitor and evaluate their own progress learning	Textbook and material from internet
4	Picture Describing	a. To help the student share their opinion and ideas related to the picture. b. To foster the creativity and imagination of the learners. c. Interact with their friends and teacher.	Teacher as: -Observe -Resource -controller -Prompter	Students as: A Planner A group A tutor for another learner monitor and evaluate their own progress learning	Students' work and textbook
5	Drilling	a. to make the students understand how to pronounce a word well. b. To understand meaning the structure of the sentences.	Teacher as: -Prompter -Model -Organizer -Observe -Tutor	Students as: A Planner A group A tutor for another learner monitor and evaluate their own progress learning	Textbook and material from internet

6	Presentation	To make students' understanding about the material because they interact with their friends and teacher.	Teacher as: -Controller -Organizer -Model -Prompter -Observe	Students as: A Planner A group A tutor for another learner monitor and evaluate their own progress learning	Textbook and material from internet
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B. Discussion of Research Finding

Based on the research finding conveyed by the researcher above, there are components which are discussed in the research finding. The components consist of types of classroom techniques in teaching English grammar knowledge, the purposes in using each technique, teachers' role in teaching learning process, students' role in teaching learning process and the role of instructional material at *SMP Muhammadiyah 1 Surakarta*.

The writer compares with the others previous finding, it can be acquired the differences with the finding from Heri (2011), in his research he found the teacher used memory enhancement in teaching grammar skill. By memory enhancement to facilitate the students to remember something more easily and quickly about grammar and more interesting in learning English. The similarity of the research finding is to develop students English grammar skill. In Kara (2013), the classroom technique in teaching grammar used games. By games technique to make interaction among learners and also to facilitate the students makes it easier to learn grammar and new vocabulary. The similarity of the research finding is to develop students English grammar skill.

Based on the researcher above, the writer intends to extend the previous researchers and to enrich the similar researchers as the basis for writing her paper. Here the writer wants to conduct the different research compared the previous

researchers. The writer study focused on classroom technique to develop students' English grammatical knowledge at SMP Muhammadiyah 1 Surakarta in 2015/2016 academic year.

From the data are gotten from the observation and interview with the three English teachers, some students, and documents or field note in English class at *SMP Muhammadiyah 1 Surakarta*, the writer found some techniques used by the three English teachers in teaching grammar skill, namely fill in the blank, reading aloud, answering question, picture describing, drilling and presentation. Fauziati (2010: 63) present several techniques in teaching grammar such as: presentation, practice and production. Types of classroom activities such as reading aloud, question and answer exercise, getting student to self-correct, conversation practice, dictation and paragraph writing. Some of this finding is appropriate with the Fauziati theory.

All of the techniques used by the three English teachers have their own purposes. There are some techniques used by the teachers and its purposes. (1) Filling the blank to help the students in understanding (2) Reading aloud to practice the students to know how to read well, how to put right intonation and put right information. (3) Answering question to make the students in the development grammar mastery easier. (4) Picture describing to help the student share their opinion and ideas related to the picture, to foster the creativity and imagination of the learners, to interact with their friends and teacher. (5) Drilling to make the students understand how to pronounce a word well, to understand meaning the structure of the sentences. (6) Presentation to make students' understanding about the material because they interact with their friends and teacher.

In the teaching - learning process, the teacher has rules. According to Harmer (1983: 57) "teachers' role may change from one activity to another, or from one stage of an activity or another. All rules, aim to facilitate the students' progress in some way or other." Based on this statement, the teacher is tools to facilitate the students in the classroom. In her observation, the writer found some teachers' role in each teaching technique. There are teachers' roles that the writer found in her observation. (1) Teacher as controller, (2) teacher as an organizer, (3) teacher as

prompter, (4) teacher as resource, (5) teacher as tutor, (6) teacher as an observer and (7) teacher as a model. This finding is corresponding with Harmer theory.

The writer also found some students' role in teaching-learning process such as (1) Student as Planner, (2) Student as Group, (3) Student as Tutor, (4) Student as Monitor and Evaluator. This finding corresponds with Johnson and Paulston theory (1976: 39-46) spell out learner roles in an individualized approach to language learning: (a) the learner is planning of his or her own learning program. (b) The learner is monitor and evaluator of his or her own progress. (c) The learner is a member of a group and learns by interacting with others. (d) The learner is a tutor of other learners. (e) The learner learns from the teacher, from other student, and from the other teaching source.

Based on the explanation above the writer will show the differences these studies with the previous finding as follows:

No	Teaching Component	Present Finding	Previous Findings	
			Susanto (2011)	Kara (2013)
1	Techniques	Filling the blank, reading aloud, answering questions, picture describing, drilling and presentation	Mind map, music, memory technique and drill.	Used games
2	Purpose	<ul style="list-style-type: none"> - Helps the students to understand sentences. - To practice the students to know how to read well, how to put right intonation and put right information. - To make the students in the developing grammar mastery easier. - To help the student share their opinion and ideas 	To facilitate the students to remember something more easily and quickly about grammar and more interesting in learning English.	To make interaction among learners and also to facilitate the students makes it easier to learn grammar and new vocabulary

		<p>related to the picture, to foster the creativity and imagination of the learners, to interact with their friends and teacher.</p> <ul style="list-style-type: none"> - To make the students understand how to pronounce a word well, to understand meaning the structure of the sentences. - To make students' understanding about the material because they interact with their friends and teacher. - To make students understanding the meaning structure of the sentences. 		
3	Teachers' Roles	<ul style="list-style-type: none"> - Controller - Organizer - Prompter - Resource - Tutor - Observer - Model 		
4	Students' Roles	<ul style="list-style-type: none"> - planner - group - tutor - monitor and evaluator 		
5	Material	Workbook, Textbook, and Sources from		

		Internet		
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